

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 1	Whole Group	Two Habitats	540L	L	1 The meaning is clear and concrete with a narrow focus.	2 The connections between the ideas are sometimes implicit or subtle.	2 The vocabulary includes some unfamiliar, context-dependent words.	2 The topic is somewhat familiar, but some details are unknown to the readers.	7	Moderate
Unit 1	Whole Group	Welcome to the Grasslands!	520L	K	2 The purpose involves conveying a range of more detailed information.	2 The text includes a thesis or reasoned explanation in addition to facts.	1 Simple language is used with some narrative elements.	2 The topic is familiar, with some details new to the reader.	7	Moderate
Unit 1	Whole Group	Saguaro Park Visit	570L	L	2 The meaning includes some complex concepts with a higher level of detail.	2 The connections between events and ideas are sometimes subtle or implicit.	2 There are simple, compound, and complex sentence constructions.	2 The general topic is somewhat familiar, but with details unfamiliar to the reader.	8	Moderate
Unit 1	Whole Group	Donny's Terrarium	540L	K	2 The purpose entails interpreting details and information.	2 Connections between events or ideas are sometimes subtle.	1 The text comprises mainly simple sentences, and the vocabulary is mostly familiar to readers.	2 The text topic is familiar, with some details that are new to the reader.	7	Moderate
Unit 1	Whole Group	The Coldest Place on Earth	580L	M	3 The purpose includes explaining or interpreting information.	2 The text includes a thesis or reasoned explanation in addition to facts.	2 Simple and compound sentences with some more complex constructions are included.	2 The topic is somewhat familiar, but some details are unknown to the readers.	9	Moderate
Unit 1	Small Group	Measuring Fun	460L	H/13	1 This book has a clear and concrete purpose to explain how to make measurements.	1 The structure of this text is clear. Each chapter builds knowledge based in the previous chapter. Inches are explained first, then feet, then yards.	1 The text is comprised of mainly simple sentences. Vocabulary is mostly familiar.	2 While the topic of measurements is familiar, new concepts of measurement are explained in an accessible and understandable way.	5	Low
Unit 1	Small Group	Animal Sounds	480L	I/16	2 The author's purpose - to explain how different animals make sounds and why - is clear and information is conveyed in great detail.	2 The text has a consistent descriptive structure and includes detailed information about how animals make sounds, especially animals who use their bodies to make sound.	2 Chapters include mostly simple and compound sentences, with a few complex sentences. Vocabulary includes some domain-specific vocabulary related to the parts of an animal.	2 While the topic of animals are familiar, the book explores in details lesser known ways animals can make sounds.	8	Moderate
Unit 1	Small Group	Delicious Vegetables	520L	J/17	3 The author's purpose is clear to explain how different vegetables grow. The broader focus of the text is understanding how our food made and why they are good for us.	2 The text has a clear structure explaining what grows above ground versus what grows in the ground. The connection between these ideas are clear and explicit.	3 The language is more complex, using more compound sentences and introducing new, unfamiliar vocabulary words.	3 The book assumes that children have some prior knowledge of what vegetables are but explores in more detail about how they are grow and the difference between vegetables.	11	Substantial
Unit 1	Small Group	The River Adventure	450L	K/20	3 The story has 2 levels of meaning. The first being Lucy and her grandfather traveling down the river. The second level of meaning shows Lucy's curiosity as she learns about different animals and habitats around her.	2 The story has a clear and simple structure. Lucy and her grandfather carry the events of the story. The connection between some of the events may be more implicit.	3 •The story uses many complex sentences with increased subordinate clauses are included. There is also some figurative or literary language is used.	3 The story varies in complexity with unfamiliar the unfamiliar setting that Lucy and her grandfather venture into.	11	Substantial
Unit 1	Small Group	Turtles in Trouble	550L	L/24	3 The story has multiple levels of meaning with the perspective of the story constantly jumping around. The story follows a sea turtle, Alina, as she gets hurt and comes to shore. Two people pass by and help the turtle return home to the sea.	3 The story structure is more complex. The story has range of characters (animal and human) and this sometimes makes difficult to predict. The dialogue is more complex and requires readers to interpret characters' thoughts and feelings.	3 The story contains more complex language. There is more unfamiliar vocabulary and terms that may be supported contextually.	3 Students at this level may be unfamiliar with sea turtles and why they come to shore to hatch their eggs. However, the genre is familiar.	12	Substantial
Unit 1	Small Group	All About Flies	640L	M/28	2 The informational text has a simple purpose, to discuss what a fly is and give a broad overview of the different type of flies and insects that exist.	3 The structure of this text is clear. Each chapter builds knowledge based in the previous chapter.	3 The text includes more complex sentences and vocabulary terms that are more difficult to understand. However, with direct picture support, it becomes easier to decipher.	3 This informational text not only defines what a fly is, but also defines the overarching term insect and what qualifies one as an insect.	11	Substantial
Unit 1	Small Group	Medicinal Plants	580L	N/30	3 The informational text contains multiple purposes. The first being that it explains the importance of plants and describes briefly photosynthesis. It also goes into detail on how plants are used as medicine and what that process entails.	3 The text connects multiple pathways and more than one thesis about plants and why there are useful, particularly in the medicinal area. Each chapter builds knowledge based in the previous chapter.	3 There is a significant amount of academic and domain-specific vocabulary is present, with some contextual support. It also uses more complex sentence structures.	3 Students at this level are most likely unfamiliar of the process of photosynthesis and the uses of plants in medicine. This text briefly introduces these topics to the readers.	12	Substantial

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Unit 1	Small Group	Working at the Zoo	610L	L/24	2 The informational text has a simple purpose, to discuss the different types of penguins and their habitats.	2 The text has a simple organized structure. It follows Gary Hartlege as he explains his duties at the zoo and describes how he takes care of the penguins.	3 The informational text has some more complex sentences. There is some academic and domain-specific vocabulary is present, with some contextual support.	3 Some students may not be familiar with the different types of habitats penguins live in or they require in order to survive. This text introduces these ideas to the readers.	10	Substantial
Unit 1	Small Group	The Amazon Rain Forest	540L	K/20	2 The author's purpose - to inform readers about the Amazon rainforest - is clear and understood. There is a broader focus in understanding the importance of preserving the rainforest and how it would affect the world.	3 Some of the ideas or concepts are subtle, and readers need to make their own connections within the text and images to fully understand the details presented in the texts.	3 There are a variety of simple, compound, and complex sentences in this text. The academic language is advanced. The domain-specific vocabulary is supported in the text and diagrams, but readers must make the connections to some of them.	3 Students at this level will be familiar with the topic of the Amazon rainforest and may know some of the details presented in this text. Some of the more technical details will be new, as well as the broader issue of how the deforestation of the Amazon will affect the larger world.	11	Substantial
Unit 2	Whole Group	Yeh-Shen Part 1	600L	M	3 The theme may be implicit or subtle, it is sometimes ambiguous, and is to be revealed over the course of the text.	3 The organization of the text may include subplots, time shifts, and more complex characters.	2 The text contains some simple and compound sentences with some more complex constructions.	1 Readers may need to integrate information from illustrations.	9	Moderate
Unit 2	Whole Group	Yeh-Shen Part 2	530L	M	3 The theme may be implicit or subtle, it is sometimes ambiguous, and is to be revealed over the course of the text.	3 The organization of the text may include subplots, time shifts, and more complex characters.	2 The text contains some simple and compound sentences with some more complex constructions.	1 Readers may need to integrate information from illustrations.	9	Moderate
Unit 2	Whole Group	The Baker's Dilemma	490L	L	3 The purpose is implicit and may be revealed over the entirety of the text.	2 The organization of the text may have additional characters and is occasionally difficult to predict.	2 The text contains simple and compound sentences with some more complex constructions.	2 The text assumes some personal experience and/or cultural knowledge.	9	Moderate
Unit 2	Whole Group	Angel Fish	640L	L	3 The purpose is revealed early in the text, but is conveyed with some subtlety.	3 The connections between events or ideas are often implicit or subtle.	2 The language is mainly concrete and literal but contains some sentence fragments.	2 The text contains both simple and more complicated ideas.	10	Substantial
Unit 2	Whole Group	Great Girls' Contest	540L	M	3 The purpose is implicit and is revealed over the entirety of the text.	2 The dialogue is more complex and may require readers to interpret characters' thoughts and feelings.	3 The text contains complex sentences and some figurative language is used.	3 The text presents a range of recognizable ideas and challenging concepts.	11	Substantial
Unit 2	Small Group	Iktomi and His Blanket: A Native American Folktale	540L	M/28	3 This story introduces three popular characters in Native American (Lakota) folktales (Iktomi, Coyote, Inyan) with complex relationships.	2 The folktale has a simple narrative structure. Connections among events and ideas are sometimes subtle.	2 The text is mainly literal, common language. A few challenging words, such as sneaky, may need to be understood in context.	2 This story assumes some prior knowledge of trickster characters in Native American folktales.	9	Moderate
Unit 2	Small Group	Wally Smithers Tames the River	520L	K/20	3 The story dramatizes a not-untypical day in the life of Wally, a bored kid with an overactive imagination. The theme and the simultaneous storylines require readers to make inferences.	3 This realistic fiction story has a narrative structure that follows a simple chronology. The challenge for students is following the two storylines: Wally at home, and Wally's fantasy self-acting out a Paul Bunyan tall tale.	2 The text consists of simple complex, and compound sentences, with multiple speakers of dialogue. Vocabulary includes domain-specific words related to extreme weather (blizzard, tidal wave). The text has figurative language including similes, personification and metaphor.	3 Some readers may not have prior knowledge of Paul Bunyan or the tall tale genre. The story requires that students grasp the concept of concocting a fantasy life (even one based in a book) to escape boredom.	11	Substantial
Unit 2	Small Group	The Hungry Coyote	450L	H/13	1 This story is a simple tale about two animals negotiating a trade. The focus is narrow. Readers will learn some science as they read about what a frog likes to eat.	1 This tale has a straight-forward sequence, two characters, and dialogue that clearly expresses the characters' emotions. This story is a simple tale about two animals negotiating a trade. The focus is narrow. Readers will learn some science as they read about what a frog likes to eat.	2 The story has mostly simple sentences and literal language. One main word, "empanadas," may be unfamiliar to readers. Text and picture support the concepts throughout the book.	2 It will help readers to have prior knowledge about what a frog likes to eat. Familiarity with what empanadas are will also help.	6	Moderate

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Unit 2	Small Group	The Envious Mountain	470L	I/15	2 The focus of this myth is how a mountain overcomes its jealousy of the sun. While the tale is simple, the lesson is revealed over the course of the story. It works as a story about the relationship of different characters, but also teaches some science.	1 This story has a straight-forward sequence, one main character, and dialogue that clearly expresses the characters' emotions. The focus is narrow but its plot includes unpredictable events.	2 The text has mostly simple sentences and some science vocabulary related to volcanoes. It personifies the sun, moon, and a volcano. Text and picture support the range of emotions assigned to the characters and science concepts.	2 A familiarity with myths and the science of volcanoes will help readers.	7	Moderate
Unit 2	Small Group	A Meteorite in the Backyard!	460L	J/17	2 This story starts out simply, detailing a typical day in the life of a boy and his dog. But it takes a surprising turn when his dog makes a scientific discovery. Readers will explore science concepts as the story develops.	2 This tale has a straight-forward sequence, one main character, and dialogue that clearly expresses the characters' emotions. The plot offers a surprise twist that turns a typical day into a special one.	1 The story has includes simple, complex, and compound sentences. Most of the language is literal and familiar, except for two science words. One, meteorite, is the focus of the story. Text and picture support explain the concept throughout the book.	2 Although the science concepts are explained, knowledge of meteorites and magnets will help readers understand the story.	7	Moderate
Unit 2	Small Group	What Is Happening at the Coffee Farm?	510L	K/20	2 This book begins simply, describing the life a boy on a coffee farm. But it turns into a fantasy-like story that shows how the boy saves the farm through his music. Readers will explore science concepts related to farming as the story develops.	2 This tale has a straight-forward sequence, indicated by time-related signal words. The boy, its main character, uses dialogue that clearly expresses his personality. The fantastical plot makes the story more unusual and complex.	2 The text consists of simple complex, and compound sentences, with a variety of dialogue. Vocabulary includes domain-specific words related to coffee farming and Hispanic culture, like "maracas" and "tiple." The text has some similes. Text and picture support help readers understand these elements.	3 It will help readers to have prior knowledge about coffee farming. The story includes the lyrics of a song, so familiarity with poetry would be useful.	9	Moderate
Unit 2	Small Group	My Diary to the Rescue!	510L	L/24	1 The themes in this story are clearly stated in the beginning. A young Dominican girl expresses her concerns about moving to the U.S. The rest of the book develops these themes.	3 The story is told from a first-person point-of-view, as diary excerpts. The diary's writer introduces new characters and describes events. Through her entries, she shows how she and her family adapt to the move.	1 The text mostly uses simple sentences and literal language. The vocabulary is familiar.	2 Readers need to know where Santa Domingo is located. It would help if they knew a little about moving to a new culture and learning a new language.	7	Moderate
Unit 2	Small Group	Little Bear and the Golds	480L	L/24	2 A humorous spin on the Goldilocks fairytale, this book develops its themes throughout the text. Its lesson is mostly implicit, until the end. The reader needs to interpret visual elements to understand the story.	3 This book features one tale from two points of view. It presents the Gold family's day and the bear's adventures. The events are unpredictable.	2 The story includes simple, complex, and compound sentences. Most of the language is literal and familiar, except for "orchid" and "ukulele." Readers must use the art and text clues to understand what they are.	1 The fairytale genre is familiar to most readers and requires no prior knowledge of subjects or culture.	8	Moderate
Unit 2	Small Group	Clara and Dolores	650L	N/30	3 This book has a few levels of meaning. It features a young girl's daily life, the history of a Hispanic activist, and a meeting between the student, Clara, and the activist. Multiple lessons are learned throughout the book.	3 The text is mostly chronological, but it includes a story-within-a-story format as Clara reads a book about Dolores Huerta. The story follows Clara in a number of settings and describes how she finally meets Dolores Huerta.	2 The text consists of simple complex, and compound sentences. The descriptions of Clara and her dialogue are especially key for showing her character. The vocabulary is mostly literal and familiar.	2 It will help readers to have prior knowledge about Dolores Huerta and Hispanic history in the U.S.	10	Substantial
Unit 3	Whole Group	Why Does Government Make Laws?	650L	L	2 The purpose involves conveying a range of more detailed information.	2 Connections among events or ideas are sometimes implicit or subtle.	1 The text comprises mainly simple sentences.	3 The topic is somewhat familiar but with many details unknown to the reader.	8	Moderate
Unit 3	Whole Group	Follow the Law	620L	L	2 Meaning is more involved with a broader focus.	2 Connections between events or ideas are sometimes implicit or subtle.	2 The vocabulary includes some unfamiliar, context-dependent words.	2 Both simple and more complicated ideas are addressed in the text.	8	Moderate
Unit 3	Whole Group	Sonia Sotomayor	750L	L	2 Meaning is more involved with a broader focus.	2 The connections among events or ideas are sometimes implicit or subtle.	2 The text includes some unfamiliar, domain-specific vocabulary.	3 The text contains a range of recognizable ideas and challenging abstract concepts.	9	Moderate
Unit 3	Whole Group	Shirley Chisholm: The People's Politician	790L	M	3 The purpose includes explaining or interpreting information.	2 The connections among events or ideas are often implicit or subtle.	2 The text includes some unfamiliar, domain-specific vocabulary.	2 Both simple and more complicated abstract ideas are conveyed in the biography.	9	Moderate

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Unit 3	Whole Group	Smoke Jumpers	640L	M	2 Simple and compound sentences with some more complex constructions are included.	3 The text contains more than one thesis.	2 There is significant academic vocabulary and some domain-specific (content) vocabulary.	3 The general topic of the text is somewhat familiar but with many details unknown to the reader.	10	Substantial
Unit 3	Small Group	The Job of the President of the U.S.A.	780L	L/24	4 The text explains the job and responsibilities of the U.S. president, as well as complex concepts about the structure of the U.S. government.	2 The predominant text structure is descriptive, although sidebars may have a different structure.	4 The text includes academic content related to government functions and positions, proper nouns, geographical placenames, and historical concepts, which makes it challenging within its complexity band.	4 Historical references to the American Revolution may be unfamiliar to some readers. The balance of power in the U.S. Government is a challenging concept.	14	Highest
Unit 3	Small Group	My Mom, Our Mayor	430L	H/13	2 The theme of the personal narrative is clear but requires readers to make inferences about the impact of some of the events on the townspeople, and also on how the author (Oscar) reacts to them.	2 The organization of the text is chronological, although it begins with a flashback-like backstory.	1 The text is comprised of simple declarative sentences and few challenging words. Vocabulary is conveyed through direct picture support.	3 Although the text is a personal narrative, which students can relate to, the concept of a child's parent who is mayor of a town is abstract. Some events described, such as flooding, may not be familiar to some readers.	8	Moderate
Unit 3	Small Group	Symbols of Our Country	640L	N/30	2 This purpose of this book is stated clearly in the introduction and supported through the text. The book includes many details to develop the purpose.	2 Overall, the main text structure that is used is a descriptive one. The first chapter also uses a sequence text structure, covering the history of some U.S. symbols. each chapter includes sidebars that add to the descriptions of U.S. symbols.	2 The book has many simple sentences, but it also includes complex and compound ones. Its language is literal, but it also mentions many concepts (including proper nouns) that relate to the U.S. government. These are supported by descriptions in the text and photos.	3 While many of the concepts are explained, many new facts are introduced. Some familiarity with U.S. history and symbols will help students. The book also assumes that readers are familiar with some U.S. presidents and historical events. Many new details are included.	9	Moderate
Unit 3	Small Group	The Life of a Cop	640L	L/24	2 The text has a straightforward purpose - to tell about a police officer's life- but the information is detailed and involves multiple facets.	3 The narrative has a multiple text structures and time shifts. Connections between events and ideas are sometimes implicit to subtle.	3 The text includes domain-specific words related to police work, such as dispatch, law, enforcement, patrol, and night shift; corrections officer is defined in context.	3 The general topic of being a police officer is somewhat familiar, but details such as the tools and equipment deployed may not be familiar to most readers.	11	Substantial
Unit 3	Small Group	What Does the Mayor Do?	730L	M/28	2 The text has a clear and direct purpose, to describe the role of a mayor.	3 The informational text has a simple organization. The information from the previous chapter builds up/adds to the information in the next chapter.	3 The text includes domain-specific words related to the duties of the mayor, such as law, public works, city council, and the election process is defined in context.	3 The duties of a mayor may be unfamiliar to students, as well as the process of choosing a mayor.	11	Substantial
Unit 3	Small Group	Paul Revere's Ride	530L	J/17	2 This historical fiction story has a simple purpose, to describe Paul Revere and his role in the American revolution.	3 The organization of the story is more complex. The dialogue is more complex and readers may have to interpret the characters feelings or thoughts.	2 The historical fiction story includes simple and compound sentences with some more complex constructions.	3 Students may have some familiarity with the events of the American Revolution, but may not know the specific historical figures that impacted the war.	10	Substantial
Unit 3	Small Group	Being a Good Citizen	550L	K/20	3 The informational text contains multiple purposes, to define what a citizen is, define the role of a good citizen, and to explain how people can help their community.	3 The structure is more complex. The text contains more than one thesis, and the connections between events or ideas are more subtle.	3 The informational text contains more academic and domain-specific vocabulary is present, with some contextual support.	3 The students may have background knowledge on being a good member on the community. However, this text goes into details on citizenship, how to become a citizen and how to be a good citizen.	12	Substantial
Unit 3	Small Group	The Star-Spangled Banner	690L	K/20	3 The text contains multiple purposes. It defines what the Star-Spangled Banner is, how it became the national anthem, and its importance in American history.	3 The informational text goes into detail on the origins of the Star-Spangled Banner while also looking at its significance.	3 The text contains academic and domain specific vocabulary, but the text itself includes simple sentences.	3 Some students may be familiar with what the Star-Spangled Banner is and know the words to the song. However, the origin of the song, when it became the national anthem, and the importance of the song to the nation.	12	Substantial

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Unit 3	Small Group	How to Help in Your Community	420L	I/16	2 This procedural text has a simple purpose, to explain to readers how they can help in their communities.	3 The text has a simple structure. In chronological order, it explains how to volunteer in the community.	3 The procedural text has simple compound sentences. It has vocabulary that includes some unfamiliar words that are often supported contextually.	3 The text contains topics that the students should be familiar. However, it goes into details and provides resources that will allow students to become involved in their community.	11	Substantial
Unit 4	Whole Group	Back-to-School Jacket	440L	K	2 Readers must integrate information from illustrations to understand narrative elements.	2 The text has a range of characters and events that may be difficult to predict.	2 The language is mainly concrete and literal.	2 The text includes simple and more complicated ideas, and readers must make imaginative leaps.	8	Moderate
Unit 4	Whole Group	Picking a Puppy	520L	L	3 The purpose is implicit and is revealed over the entirety of the text.	2 The connections among events are sometimes implicit or subtle.	2 The text contains simple and compound sentences with some more complex constructions included.	2 The text assumes some personal experience and cultural knowledge.	9	Moderate
Unit 4	Whole Group	Keziah/Rudolph Is Tired of the City	NP	L	2 The theme of both poems is clear and revealed early in the text but conveyed with subtlety.	2 Both poems have consistent rhythmic patterns and simple, traditional rhyme schemes.	3 Both poems contain some figurative language as well as multiple-meaning words.	2 Both poems contain both simple and more complicated ideas.	9	Moderate
Unit 4	Whole Group	The Rain	NP	K	2 The poem's purpose is revealed early in the text but conveyed with some subtlety.	2 The poem's structure and use of repetition are familiar and make it accessible to readers.	3 The poem contains some figurative language, such as similes.	2 The text assumes some personal experience and cultural knowledge.	9	Moderate
Unit 4	Whole Group	Welcoming Deena	480L	M	3 The purpose is implicit and is revealed over the entirety of the text.	3 The organization of the text includes subplots, time-shifts, and more complex characters.	2 The text contains simple and compound sentences with some more complex constructions included.	3 The text contains a range of recognizable ideas and challenging concepts.	11	Substantial
Unit 4	Small Group	Alice's Trial: An adaptation of a section from	500L	L/24	1 The text has a single purpose— to retell the famous trial scene from Alice in Wonderland .	2 This fantasy tale has a narrative structure with a simple chronology. An introductory section gives readers background on some of the events and characters.	2 This fantasy tale has a narrative structure with a simple chronology. An introductory section gives readers background on some of the events and characters.	2 The story requires a little background knowledge of how a fair trial should run.	7	Moderate
Unit 4	Small Group	From Wagon to Train	670L	L/24	3 The historical fiction story dramatizes the interactions of multiple characters in multiple settings and requires readers to make differences.	2 The text has chronological narrative structure, but there are jumps in the time, including a 20 year flash-forward.	2 The text consists of simple, complex, and compound sentences. Vivid verbs such as littered, cracked and sagged help the reader visualize the setting.	3 Background knowledge of nineteenth-century U.S. expansion is not required or expected. Still, envisioning life along the Oregon Trail and understanding the impact of new inventions for that era (railroads, photography) may be a challenge.	10	Substantial
Unit 4	Small Group	The Great Hunger	630L	M/28	3 On one level, this historical fiction story dramatizes a boy helping his mother through a difficult situation. But on another level, it has a deeper resonance as a story about a boy growing up.	3 the text has a narrative structure, but the time frame and tenses shift between the present and the past. there are multiple settings and speakers of dialogue.	2 The text consists of level-appropriate simple and compound sentences with phrases and clauses. There is some literary language, and Irish expressions such as boyo and website give the story verisimilitude. the text includes shades of meaning words related to eating: swallows, gulping, nibbles.	3 Although students do not need to know about the Irish potato famine of the 1840's and subsequent immigration to the United States, this historical fiction story set in Ireland requires that they understand that crop failure can have far-reaching repercussions on people's lives.	11	Substantial
Unit 4	Small Group	A Frog in New York	510L	K/20	4 The narrative has a number of different meanings. It describes the life of the Coqui and his everyday routine. Yet, it also mentions his adventure of going to a New city and then his appreciation for his home when he returns.	3 The story has a narrative structure, with one event leading to the next. However, at times characters emotions and thoughts are more subtle than implicit.	3 The language is more complex. The vocabulary is simple, containing familiar words and terms.	3 Students may not be familiar with the "coqui," what is it and where it lives. The story introduces this to the readers.	13	Substantial

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Unit 4	Small Group	The Three Faces of the Rain	440L	H/14	3 The story has a simple purpose. It uses narrative in order to explain the water cycle.	3 The narrative has a simple structure. The events occur/are describe in chronological order as they appear in the water cycle.	3 The story contains some unfamiliar academic vocabulary with words such as solid liquid and gas.	3 Students should have background knowledge on the different types of weather such as snow, rain, and hail. However, the topic of the water cycle may be unfamiliar to some.	12	Substantial
Unit 4	Small Group	A Family Meal	450L	I/15	3 The story serves more than one purpose. On the surface level, it discusses a family getting together to have a meal. On the deeper level, it is teaching sequence of events.	3 The structure is fairly simple. Events occur in chronological order, so that the author can teach sequence of events. The dialogue is simple and easy to follow.	3 The vocabulary is simple, using words students should have been expose to, such as "first" and "next." The sentence structure is also simple.	2 Although the concept of sequence of events may be unfamiliar, students may be able to relate to everyone getting together to have a big family meal.	11	Substantial
Unit 4	Small Group	Christina Makes a Promise	510L	J/17	3 The theme of this story focuses on the importance of standing up for others and what you believe it. It also illustrates the importance of voting.	3 The story has a narrative structure, with one event leading to the next. However, at times characters emotions and thoughts are more subtle than implicit.	2 The language of the story is fairly simple. It does not contain domain-specific vocabulary.	3 The story centers around one girl who wants to help add a ramp in her school so that it is more accessible for those who are disable. This is a concept that some students may be unfamiliar and may not relate too. It is exposing students to all different types of people as well.	11	Substantial
Unit 4	Small Group	Tilly and Millie Go Camping	490L	K/20	3 The purpose of the story is a simple one, it shows that people can have different opinions and still be friends.	3 The story is told in chronological order, accompanied by illustrations to support understanding. The plot is moved forward by two main characters. Dialogue is easy to follow.	3 The narrative includes simple and compound sentences with some more complex constructions.	3 The genre is familiar to readers, though there may be some who are unfamiliar with the concept of camping and hanging around the outdoors.	12	Substantial
Unit 4	Small Group	The Mystery of the Missing Pencil	530L	N/30	3 The mystery story is more complex. Readers here the same story from 3 different perspectives which shows that everyone experiences and thinks in different ways.	4 The story contains 3 characters who each share their experience about the same event that occurs. The story does not occur in chronological order, making it more difficult to decipher what is happening. The dialogue is also more complex, and readers need to use picture support to tell how the characters feel.	3 The language of the mostly is simple. It contains some complex sentences with increased subordinate clauses are included.	3 The story does not require a lot of background knowledge from the students, though the mystery genre may be unfamiliar to some.	13	Substantial
Unit 5	Whole Group	A Woman with Vision	760L	L	2 The text has a single purpose—to inform—but the information is detailed.	3 The informational text has a cause-and-effect structure; however, the invention is not mentioned until the end.	3 The text includes compound sentences with some context-dependent words (e.g., <i>windshield</i> , <i>motorized</i> , <i>observed</i>).	3 The challenging concept of how technology can change and reshape life is in the text.	11	Substantial
Unit 5	Whole Group	A Lucky Accident	820L	L	2 The text has a straightforward purpose—to explain how hook-and-loop fabric was invented—but the information involves multiple facets.	3 The text has a consistent cause-and-effect structure, but readers will have to connect photos and labels to ideas in the running text.	3 The text includes simple and compound sentences as well as unfamiliar vocabulary with some contextual support (e.g., <i>prickly</i> , <i>burs</i> , <i>astronauts</i>).	3 The text explains a familiar invention, but the details of how it works may be difficult for some readers to grasp.	11	Substantial
Unit 5	Whole Group	Robots Belong in School	690L	L	3 The text discusses the complex concept of robots in school that requires detailed explanation.	2 The connections between ideas and images are mostly explicit.	3 Simple and compound sentences with some more complex constructions are included.	4 Challenging science concepts with multiple dimensions appear in the text.	12	Substantial
Unit 5	Whole Group	Healthful Screen Time	850L	M	2 The text has a single purpose—to persuade.	2 The opinion includes supporting evidence, including reasons for not completely eliminating screen time.	3 The text includes domain-specific words such as <i>smartphones</i> , <i>devices</i> , and <i>healthful</i> .	4 Challenging ideas, including the concept of differing opinions on a single topic, are included in the text.	11	Substantial
Unit 5	Whole Group	When Solutions Cause Problems	820L	M	3 The text is informational, and its purpose is to explain. However, the concept of a "solution" causing a "problem" is complex.	2 The text contains two examples of solutions to the problem of car safety.	4 The text includes longer sentences with increased subordinate phrases and clauses.	4 The text includes historical details about cars and car safety.	13	Substantial

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 5	Small Group	Michael's Story: Life With Type 1 Diabetes	620L	M/28	2 Michael's memoir is straightforward and the theme of overcoming a negative situation with a positive attitude is clear, but it requires readers to make inferences.	2 The memoir is essentially a chronological narrative, although the sidebars and captions use text structures more typical of an informational text.	2 The text includes some longer sentences with increased phrases and clauses. Vocabulary includes some context-dependent words such as affect. Complex science terms are defined in context or in a glossary sidebar.	3 Although enduring an illness is a familiar concept, students may have difficulty grasping the extent of Michael's daily struggle with diabetes. Some readers may be unsettled by the references to injections.	9	Moderate
Unit 5	Small Group	Technology in Our Homes	520L	H/14	3 The informational text has multiple purposes. The first is it describes how technology has transformed over time. The second is it explains the differences between the different technology. The last is it describes how technology is used in different ways.	3 The structure is straightforward. It moves in chronological order, describing the technology of the past versus the technology of the future.	2 The language of the text is fairly simple, though it does contain domain-specific vocabulary.	3 Although many students and readers may be familiar with the technology of today, they may not be familiar of the technology of the past. This text also highlights the difference between the two technologies.	11	Substantial
Unit 5	Small Group	From Bell to Cell	540L	J/18	3 The text has two purposes. The first is it describes the origin of the telephone and the history of the telephone. The second is it shows the transformation of the telephone to cell phone over time.	3 The structure has a simple organization, discussing the progression of the cellphone. The text uses different charts (e.g. timelines) in order to get the point across of how far we have come.	3 The text uses simple language with domain-specific vocabulary.	3 Students should be familiar with what a cellphone is, yet the transformation of wired phones to wireless, from the telegraph to a telephone may be something they did not previously know.	12	Substantial
Unit 5	Small Group	Riding into the Future	540L	J/17	3 The story has a clear purpose, to show the limitless possibilities of the imagination and to think of what technology can be like in the future.	3 The text has a narrative chronological structure. The events are pulled forward by the two main characters Samir and Maya.	2 The story uses simple language and short declarative sentences. The vocabulary is also familiar.	2 The story requires a little background knowledge of the subject matter. The genre is a familiar one.	10	Substantial
Unit 5	Small Group	Opinions About Waste	530L	K/20	4 The opinion text contains multiple purposes. It explains how we remove waste. It explains the problem with pollution and it also offers solutions to the pollution problem.	3 The structure is more complex, yet still occurs in chronological order, one chapter leading into the next.	2 The language of the text is more advanced. It includes many complex sentences with increased subordinate phrases and transition words.	4 The topic of pollution and the problem of pollution may be mostly unfamiliar, with most details unknown to the reader.	13	Substantial
Unit 5	Small Group	Our School Garden	520L	K/20	3 The informational text has a simple purpose, to explain how to make a garden in an unusual space and what tools can be used to plant in that garden.	3 The structure is very straightforward. The explain first explains why it is important to build a garden in the community. It then explains the process of how to build that garden (the steps are in chronological order).	4 The text uses significant academic and domain-specific vocabulary, with contextual support. It also uses more complex sentences.	4 Students may be unfamiliar with the topic of a school garden and the importance of having one. The text sheds light into the process of making a school garden.	14	Highest
Unit 5	Small Group	Opinions About Robots	660L	L/24	3 This text has a simple purpose, to weigh the pros and cons of robot technology.	3 The informational text has a simple organization. The information from the previous chapter builds up/adds to the information in the next chapter.	4 The text uses domain-specific and academic vocabulary. The text includes many complex sentences with increased subordinate phrases and transition words.	3 The text discusses in depth the benefits and the disadvantages of robot technology. Students may be unfamiliar with these concepts.	13	Substantial
Unit 5	Small Group	Forecasting the Weather	580L	L/24	3 The informational text gives an in depth at how scientists and meteorologists predict the weather and the tools that are used to do so.	3 The structure of the text is clear and direct. It starts by explaining how weather forecasting works, who predicts the weather, and what tools are needed. Some of the connections between these ideas are often implicit or subtle.	3 The informational text includes many complex sentences with increased subordinate phrases and transition words. It also includes significant academic and domain-specific vocabulary (air-pressure, air-temperature, radar).	4 The topic is of weather forecasting is mostly unfamiliar and with most (aside from the weather concepts) details are unknown to the reader.	13	Substantial

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 5	Small Group	Exploring with Science Tools	570L	N/30	The text explores the different types of science tools and their function. It gives readers an in depth look on how they are used and why we use them.	The structure of the text is straightforward. Each section defines a science tool that is used (e.g. magnifying glass, flashlight) and explains the function of each one. The text contains different diagrams and captions to give further detail.	The language of the text is complex. It uses extensive academic and domain-specific vocabulary is present, with some context for support.	Students may be familiar with the tools listed in the text and will most likely have used them before. However, the text explores the many functions of these tools.	13	Substantial
Unit 6	Whole Group	The Village of the Moon Rain	650L	L	The folktale's theme is clear but requires readers to make inferences.	The folktale is narrative with simple chronology, but connections between events and ideas are sometimes implicit or subtle.	The folktale includes domain-specific vocabulary (e.g., <i>ancestors</i>) and some figurative language (e.g., <i>moon rain</i>).	The folktale requires readers to grasp the abstract concept of how a place can change.	10	Substantial
Unit 6	Whole Group	The Huemul Egg	660L	K	Readers may find the theme ambiguous, as it is revealed over the course of the text.	The folktale is written with an omniscient narrator but also includes moments of first-person point of view.	The text includes mostly simple and compound sentences as well as unfamiliar vocabulary with some contextual support (e.g., <i>fetched</i> , <i>precious</i> , <i>fortune</i>).	Readers may find the idea of a "trickster" and a "trickster" tale to be challenging.	13	Substantial
Unit 6	Whole Group	The Lion and the Man	660L	K	Readers may find the theme ambiguous, as it is not revealed until the very end.	Connections between events and ideas are implicit and subtle.	Compound and complex sentences with some complex constructions are included.	Readers must be aware of common conventions of the genre.	11	Substantial
Unit 6	Whole Group	The Foolish Milkmaid	530L	L	Readers may find the theme ambiguous, as it is revealed over the course of the fable.	The fable is told with an omniscient narrator but includes some first-person point of view and dialogue.	The fable includes simple and complex sentences with some more complex constructions. Mainly common language is used with some unfamiliar vocabulary (e.g., <i>milkmaid</i> , <i>balanced</i> , <i>jealous</i>).	Events are based on everyday experiences and common situations.	9	Moderate
Unit 6	Whole Group	Why the Sky Is Far Away	740L	M	The theme of the folktale is implicit and is revealed over the course of the text.	Connections between events and ideas are subtle. There is one narrator whose third-person point of view is omniscient.	The folktale includes simple and a few complex sentences as well as unfamiliar vocabulary with some contextual support (e.g., <i>scrumptious</i> , <i>heaps</i> , <i>thrifty</i>).	Readers must be aware of common conventions of the genre.	12	Substantial
Unit 6	Small Group	The Pictures of My Grandfather	460L	H/14	Readers must integrate information through both text and illustrations to fully comprehend the story.	The story is told in chronological order with some references to the past, accompanied by illustrations to support understanding. The plot is moved forward by two main characters, though other characters, such as great-grandparents, are mentioned. Dialogue is easy to follow.	The story is mostly dialogue and simple sentences. The language used is concrete and literal. Some foreign language terms are used, such as <i>gaucho</i> , and readers will need to comprehend the meaning through context.	Readers will be able to understand the social situations presented in this story, such as spending time with family and listening to stories.	6	Moderate
Unit 6	Small Group	Armadillo and the Oasis	490L	I/15	The story has deeper levels of meaning. Illustrations are not needed to understand the text. However, the illustrations can be used to show readers what unfamiliar animals look like, including armadillos and pumas.	The story has multiple characters, though Armadillo mainly moves the plot forward. The dialogue is easy to follow and present Armadillo's thoughts. Illustrations support the text.	The story uses mostly simple sentences and the language is concrete. There are some multisyllabic words, such as <i>distance</i> , <i>determined</i> , and <i>impossible</i> , and unfamiliar terms, such as <i>oasis</i> and <i>mirage</i> .	Readers will understand familiar concepts, such as researching a topic through reading, going on a journey, and helping others. Readers should be familiar with the animal fantasy genre.	7	Moderate
Unit 6	Small Group	I Have Two Enormous Wings	500L	J/17	The story has a clear and concrete meaning. Readers occasionally will need to integrate illustrations to understand the text.	The events of the story are told across time. The story is structured as a frame story and contains a dream at the end.	The language used is concrete and literal. The story has some complex and multisyllabic language, including <i>confidence</i> and <i>enormous</i> .	Readers should understand the social concepts of the story, including storytelling and dreams. The author, Gabriel García Márquez, may be unfamiliar to most readers but the notion of an author will be understandable.	8	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 6	Small Group	Jimena Visits a Museum	520L	K/20	1 The meaning of the story is clear and concrete. Readers will need to integrate illustrations to fully comprehend the text, since there are references to artwork by Pablo Picasso.	1 The story has two main characters, Jimena and her mother. The story is told in chronological order with references to another time period. The dialogue is easy to follow and the text is directly supported by the illustrations.	2 The story has mostly simple sentences. There is some domain specific vocabulary to museums that may be unfamiliar to readers, including watercolors, gallery, and exhibit.	1 The concepts in this story should be familiar to most readers, including painting and visiting a museum. Readers might know about Pablo Picasso or his artwork, but do not need prior knowledge on the subject.	5	Low
Unit 6	Small Group	Don Quijote and the Windmills	490L	L/24	3 The story focuses on Don Quijote as he makes the ordinary extraordinary with his imagination.	3 The events of the story are implicit and subtle at first since readers aren't familiar with Don Quijote's sense of imagination. However, once that it clear, the events take place in chronological order.	3 The narrative includes simple and compound sentences with some more complex constructions.	3 The text contains an unfamiliar plot, but the concept of becoming a knight is something that readers may be familiar with.	12	Substantial
Unit 6	Small Group	Gabriela Saves the Concert	520L	M/28	3 The story focuses on Gabriela and her love for playing the guitar. The purpose of the story is clear and direct, Gabriela let's her imagination wander as she dreams of performing with her favorite singer.	2 Gabriela characters carries the story. The events occur in chronological order and are clearly connected. The Dialogue is easy to follow and shares Gabriela's thoughts and feelings.	2 The narrative includes simple and compound sentences with some more complex constructions.	2 The topic should be a familiar one to readers. There is little background knowledge required for this story.	9	Moderate
Unit 6	Small Group	Chamomile Saves the Forest	490L	N/30	3 The story as multiple meaning. The first is a flower that saves the baby squirrels life. The second is that the flower promotes why it is important to read.	3 The story is not as direct or straightforward. The story switches from first person narration to omniscient. The connection between some events are also subtle and implicit.	3 The language of the story uses many complex sentences. There is also some figurative or literary language is used. Vocabulary is familiar.	3 The genre should be familiar to readers at this point. However, Chamomile using books to do research and learn about different plants and medicines, may be an unfamiliar concept to some students. Students may also be unfamiliar with Chamomile and its impacts on an upset stomach.	12	Substantial
Unit 6	Small Group	The Turtle and the Tiger	530L	K/20	3 The author includes several themes in this story, such as working together, setting aside differences, and not giving up. The illustration helps to portray these themes.	3 The story has a clear organization. Events occur in chronological order and the connections between characters is more subtle than explicit.	3 The story uses some complex sentences. The story uses familiar vocabulary.	3 The Vietnamese fable may not be familiar to readers, but the themes of friendship and persistence the children should recognize.	12	Substantial
Unit 6	Small Group	Honorable Minu: A West African Folktale	570L	L/24	3 The folktale contains a deep level of meaning. The main character discovers that money and wealth are not the most important treasures in the world. He realizes that time is the most important treasure.	3 The structure of the folktale is straightforward, and the events of the story are pushed forward by the main character searching for the man named Minu.	3 This folktale uses literary language. There are instances where the reader must decipher the main characters thoughts and feelings because they are not explicit. The vocabulary is more complex.	4 Many readers may not be familiar with this folktale. However, the theme of "money is not everything" should be a familiar concept to readers.	13	Substantial
Unit 7	Whole Group	First Flight!	790L	L	1 Purpose and meaning are clear and concrete with a narrow focus.	1 The text structure is chronological and clear.	2 The text features simple and compound sentences with a few more complex constructions.	2 The topic should be familiar to most students, with some details new to the reader.	6	Moderate
Unit 7	Whole Group	Amelia Earhart: Lost at Sea	650L	L	1 Purpose and meaning are clear and concrete with a narrow focus.	2 The text structure makes connections between events or ideas that are sometimes implicit or subtle.	2 The text has a more objective style with passive constructions and higher factual content.	2 The topic is familiar with some details new to the reader.	7	Moderate
Unit 7	Whole Group	Young Pilot Jamail Larkins	880L	K	1 Purpose and meaning are clear and concrete with a narrow focus.	1 The text organization and connections are clear and easy to follow.	1 The sentences, language style, and vocabulary are mainly simple and familiar.	1 The text conveys simple concrete ideas.	4	Low
Unit 7	Whole Group	Ranch Flyer	730L	L	1 Purpose and meaning are clear and concrete with a narrow focus.	1 The text organization and connections are clear and easy to follow.	3 The text includes dialogue and complex sentences.	1 Readers do not need to have prior knowledge to understand this story.	6	Moderate
Unit 7	Whole Group	Brave Bessie	780L	M	3 The meaning is clear and concrete with the author possibly having multiple purposes.	1 The text structure is simple and connections between events are clear.	2 The language is clear and simple with some complex constructions.	2 The topic has simple and abstract ideas.	8	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 7	Small Group	George and Grace Find an Egg	590L	K/20	1 The story focuses on a narrow event, how two children try to keep their pet dinosaur a secret from their parents.	1 The text has a narrative chronological structure with some jumps in time indicated by signal words and phrases such as then, that night, and days and weeks passed.	2 There a number of short sentences, mostly dialogue from multiple speakers. Narrative text has compound and more complex sentences. Vocabulary is familiar with a few context-dependent words (cozy, rattled, tucked) there is some figurative language.	2 the story is a fanciful fantasy, but essentially the setting and relationship between a bother and a sister and their parents is grounded in a familiar reality. Some readers may not know that fetch refers to a game throwing and retrieving.	6	Moderate
Unit 7	Small Group	What Do Paintings Tell Us?	510L	H/14	2 The story has a clear and direct purpose, to explain the importance of paintings and why people paint.	2 The structure of the informational text is direct and simple. There are a number of captions give extra information and explain concepts that may be more difficult.	2 The informational text uses simple sentences and compound sentences. There is some domain-specific vocabulary used in the text.	3 Although readers may be familiar with the concept of paint at this level, many readers may be unfamiliar with the historically famous paints such as Diego Rivera or Leonardo de Vinci. They also may be unaware of the motivation to paint.	9	Moderate
Unit 7	Small Group	Perrault and Andersen: From Fairies to Drago	530L	J/17	2 The text has a clear purpose, to define what fairy tales are and give example of different authors fairy tales.	2 The structure of the informational text is direct and simple. There are a number of captions give extra information and explain concepts that may be more difficult. The author starts by defining what fairy tales are and then moves onto giving readers examples of fairytales.	2 The text uses simple language and sentences. There is a significant amount of domain-specific/academic vocabulary.	3 At this level, students should know different types of fairy tales and what they are. This text goes into detail on the authors of specific fairy tales and gives readers background information of these authors.	9	Moderate
Unit 7	Small Group	I Am Colombia!	560L	K/20	3 The purpose of this text is to describe the Country, Colombia. This informational text gives an in depth look at the country, describing the different climates, landscapes, and areas that are in Colombia.	3 The structure of the informational text is more complex. The author does not outright say that she is describing Colombia, wanting the reader to guess which country it is. However, the captions and images provide picture support for the reader.	3 The text uses simple language and sentences. There is a significant amount of domain-specific/academic vocabulary.	4 Students may have little background knowledge on the country of Colombia. This text provides an in depth look at Colombia and introduces the different aspects of this country.	13	Substantial
Unit 7	Small Group	Sitting Bull	750L	L/24	3 This text has a clear and direct purpose, to describe the life of Sitting Bull and describe the culture of the Lakota people/tribe.	3 The text has a clear organization, starting with stating who Sitting Bull was, what the Lakota tribe was like, and then describing his legacy. The text uses a number of caption to give additional information on Sitting Bull and the Lakota tribe.	3 The informational text is heavy on the domain-specific and academic vocabulary. The text also uses compound sentences.	4 Although some students will be familiar with indigenous people at this level, this text goes into specific detail on Sitting Bull and the Lakota tribe. The text gives in depth information readers may be unfamiliar with.	13	Substantial
Unit 7	Small Group	All About Diaries	620L	L/24	3 This text has multiple purposes, to define what a diary is, to describe the function of a diary, and to illustrate different examples of historical diaries.	3 This informational text has a clear and direct organization. It contains captions in order to provide more information of the subject matter.	3 This informational text uses simple and compound sentences. It contains a decent amount of domain-specific vocabulary.	3 This text introduces the idea of writing in a diary and the purpose of doing so. It also mentions historical figures who also wrote in diaries.	12	Substantial
Unit 7	Small Group	Madame Parrot	550L	M/28	3 This animal fantasy is centered on a Parrot who talks a lot but can't seem to listen to others. The theme of this story is, when being a leader it is important to listen to others.	3 The events of the story occur in chronological order. The illustrations serve as support for anything that is unclear or implicit.	3 There is little domain-specific vocabulary. The language of the story is fair simple.	2 There is little background knowledge required for this text. Students may be familiar with the concept of listening to others feelings and emotions.	11	Substantial

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 7	Small Group	My Life in the United States: Sophie Moore	530L	I/16	3 On the surface level, the personal narrative describes the life of Sophie Moore. On the second level, the text shows the diversity that exists in the United States. Sophie and her father were both born in different countries and now see the United States at their home.	3 The text has a clear organization, telling events in chronological order (Sophie was born in China, was adopted and moved to the US and has grown up here.) The events of the text are explicitly tied and connected.	2 The personal narrative uses simple language and uses little to no domain-specific vocabulary words.	3 At this level, students may be unaware with the concept of adoption. The text goes into detail on Sophie's everyday life which many students should be familiar with.	11	Substantial
Unit 7	Small Group	Reading Maps	730L	N/30	3 This informational text has a multiple purposes, to describe the function of the map and map parts, to show the different types of maps, and to explain how maps have changed over time.	4 Although this text has simple organization, the text is very content heavy. The text uses a number of different images, maps and grids, to help students have a better understanding of maps.	3 The text uses a number of different domain-specific and academic vocabulary. The text has a specialized disciplinary style with dense conceptual content.	4 The topic is mostly unfamiliar, with most details unknown to the reader. The text goes into detail on the different uses of different maps.	14	Highest
Unit 8	Whole Group	Water Shapes Earth	700L	L	1 Numerals and words in photo captions, labels, diagrams, and charts are not included in the word count for this book.	1 The text structure is chronological and clear.	2 The text features simple and compound sentences with a few more complex constructions.	2 The topic should be familiar to most students, with some details new to the reader.	6	Moderate
Unit 8	Whole Group	Wind Erosion	790L	L	1 Purpose and meaning are clear and concrete with a narrow focus.	1 The text structure is chronological and clear.	2 The text features simple and compound sentences with a few more complex constructions.	2 The topic should be familiar to most students, with some details new to the reader.	6	Moderate
Unit 8	Whole Group	The Earth Shapers (Scene 1)	NP	M	2 The drama has more than one level of meaning, and the theme is conveyed later in the story.	2 Events are in chronological order and are clearly connected. Dialogue from a range of characters is more complex.	3 The figurative language is often implicit or subtle.	2 Readers must understand the concept of forces of nature as characters.	9	Moderate
Unit 8	Whole Group	The Earth Shapers (Scene 2)	NP	M	2 The drama has more than one level of meaning, and the theme is conveyed later in the story.	2 Events are in chronological order and are clearly connected. Dialogue from a range of characters is more complex.	3 The figurative language is often implicit or subtle.	2 Readers must understand the concept of forces of nature as characters.	9	Moderate
Unit 8	Whole Group	Managing Erosion	820L	M	1 Purpose and meaning are clear and concrete with a narrow focus.	1 The text organization is simple to follow. Connections between events and ideas are explicit and clear.	2 The text features simple and compound sentences with a few more complex instructions.	3 The topic is somewhat familiar but with many details new to the reader.	7	Moderate
Unit 8	Small Group	The Treasure of the Cenote	500L	H/13	2 The story follows two young girls as they go on an adventure with their uncle. They discover the treasure of the cenote.	2 The structure of the story is simple. The events are pushed by 2 young girls and occur in chronological order.	2 The text uses simple and compound sentences with some more complex constructions are included.	2 The story describes a real place in Mexico that readers may not be familiar with. The author compares it to a great treasure of Mexico.	8	Moderate
Unit 8	Small Group	Earth: A Planet of Water	510L	I/16	2 This text has a clear and direct purpose, to explain where we can find water and why water is important.	2 The text has a simple organization, explaining where water can be found, the different forms of water and why it is important.	2 The text uses some vocabulary that has unfamiliar words that are often supported contextually.	2 At this level, explains why water is important and the different uses of water. However, they may not be familiar of water conservation and why it is necessary.	8	Moderate
Unit 8	Small Group	Petroleum	560L	I/17	3 The text has a simple purpose, to describe what Petroleum is, where it can be found and how it can be used.	3 The structure of this informational text is more complex. It is very content heavy and contains a number different charts and captions in order to help students decipher the meaning. The connection between the details are more implicit.	4 The text uses mainly complex sentences and has a specialized disciplinary style with dense conceptual content.	4 The topic is mostly unfamiliar, with most details unknown to the reader. Many new ideas and complex, abstract, and theoretical concepts appear in the text.	14	Highest

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 8	Small Group	Rock Erosion	680L	L/24	The text informs readers about rock formation and erosion, but it also includes text and graphic features that highlight other, more complex concepts, such as diamond formation or fossils.	The informational text employs the use of different structures to provide a full understanding of rock erosion. A step-by-step explanation of how rocks are formed introduces the text and later, a cause-and-effect structure helps us understand how different elements can affect rocks.	Complex, compound, and simple sentences feature descriptive words and figurative comparisons in this text. Domain-specific vocabulary related to the topic feature text and visual support, but many readers will have to draw inferences to determine a meaning or make connections to other parts of the text to understand their meanings.	This book is an in-depth look at how rocks erode, but it also assumes that readers will have an understanding of related scientific concepts, such as knowing how a wedge works.	13	Substantial
Unit 8	Small Group	The Sonoran Desert	600L	K/20	This text is an in-depth geologic, biologic, and recreational look at the Sonoran Desert.	This informative text has a simple, coherent structure. Most connections are obvious.	The text has an objective tone and features a couple of complex sentences. Readers must draw inferences from context clues to determine the meaning of the words.	Most readers will know what about deserts, but they may be unfamiliar with the deserts that exist in the U.S. In addition, the scientific details on weather and how deserts are formed will most likely be new information for them.	10	Substantial
Unit 8	Small Group	Pico de Orizaba	680L	K/20	The author's purpose - to inform readers about the tallest peak in Mexico and its surrounding area - is clear and understood.	The text has a clear organization, but the connections between the chapters are more subtle.	There is some usage of complex sentences in this text, but it mostly contains simple and compound sentences. Domain-specific vocabulary is supported in context.	While most readers are familiar with volcanoes, details presented in this text will likely introduce them to new scientific information and concepts.	8	Moderate
Unit 8	Small Group	The Storm Chaser	640L	M/28	The text covers multiple themes and students must navigate the story details to understand these themes and the presented scientific concepts.	The text contains a couple of time shifts and also moves from third-person point of view to first-person point of view.	Some complex sentences are featured in this text. The author also employ the use of advanced punctuation (e.g. hyphen, ellipses). Different types of figurative language (personification, simile, idiom) are also used in this text.	The concept of "heroes" is not new to readers at this level. Tornadoes and tornado chasing may be new concepts to them.	12	Substantial
Unit 8	Small Group	Why Earth Changes: A Modern Folktales	550L	L/24	Readers must navigate multiple levels of meaning in this story. Readers must be able to negotiate the technical details of the complex scientific concepts presented in this text.	There are central characters in this text, but more are introduced as the story progresses. The story events are not easily predicted.	There are a couple of complex sentences in this folktale, but most of the sentences are simple and compound, with varying construction. This text features a great deal of personification and descriptive academic vocabulary.	Readers are likely to recognize the common elements in a folktale that are featured in this story. Technical details about geology and earth science are woven into it.	11	Substantial
Unit 8	Small Group	It's Cloud Time Again	NP	N/30	This book combines the fun of a drama with the water cycle, a scientific system that shows the movement of water on Earth. It presents a nuanced explanation of the water cycle through the characters and their actions.	There are central characters in this drama, but additional characters are introduced at different points during the play. The characters move in accordance to the water cycle.	This drama is filled with informal, expressive dialogue. The story contains slang and idioms. The drama's characters are all different elements of the water cycle with human qualities and characteristics. Some domain-specific vocabulary is supported in the text, but readers will have to refer to the glossary to understand the meaning of most of these words.	Though readers at this level may be familiar with the water cycle, this drama presents this scientific system in a unique, vivid fashion. Some readers may understand the more technical details presented in this text, but others will have to rely on stage directions and dialogue to help them understand both the characters and the science.	13	Substantial
Unit 9	Whole Group	From Tree to Baseball Bat	640L	K	The text has a single purpose that is clear with a concrete meaning and narrow focus.	The text structure is chronological and clear.	The text features mostly simple sentences and a simple language style is used. The vocabulary is mostly familiar.	The topic should be familiar to most students, with some details new to the reader.	6	Moderate
Unit 9	Whole Group	Bartering and Trading	690L	L	The connections between events and ideas may be subtle.	The connections between events and ideas may be subtle.	The text features mainly simple sentences. Vocabulary words are defined with direct definitions or context.	The text requires readers to grasp the abstract concepts of trading, money, and value.	8	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 9	Whole Group	Cherokee Art Fair (Part 1)	720L	K	1 The story's meaning is clear and concrete with a narrow focus.	2 The text has a range of characters with dialogue that requires readers to interpret character's thoughts and feelings.	1 The narrative has mainly simple sentences. Language is concrete and literal. Vocabulary is familiar.	1 Events are based on everyday experiences and common situations.	5	Low
Unit 9	Whole Group	Cherokee Art Fair (Part 2)	640L	K	1 The story's meaning is clear and concrete with a narrow focus.	2 The text has a range of characters with dialogue that requires readers to interpret character's thoughts and feelings.	1 The narrative has mainly simple sentences. Language is concrete and literal. Vocabulary is familiar.	1 Events are based on everyday experiences and common situations.	5	Low
Unit 9	Whole Group	Farmers' Market Fresh	840L	M	1 The text's purpose and meaning are clear and focused.	1 The text organization is simple to follow. Connections between events and ideas are explicit and clear.	1 The text features mostly simple sentences with a simple language style.	2 The topic is familiar, with some details new to the reader. Both simple and more abstract ideas are conveyed.	5	Low
Unit 9	Small Group	Where Does Food Come From?	820L	M/28	2 The text identifies different food groups and explains where certain foods are grown around the world and why.	3 There are frequent sidebars with implicit connections to the running text.	2 The text is presented in a straightforward, clear manner that makes connections for the reader. There is some specialized vocabulary related to diet and nutrition.	2 While the foods identified in the book are mostly familiar, using maps and other graphic features to show where they are grown may be a new context.	9	Moderate
Unit 9	Small Group	Lila's First Job	490L	I/15	3 The author includes several themes in this story, including earning money, responsibility, and being a role model. Some details in the illustration hint at advanced concepts that may be unfamiliar to readers at this level.	3 This story takes place over the course of the summer, so there are multiple time shifts. The main character, Lila, experiences different feelings and readers must draw inferences to understand her and her actions.	3 There are a couple of complex sentences in this text, though it mostly consists of simple and compound sentences. The dialogue is informal and conversational and readers must be able to distinguish between dialogue and Lila's thoughts.	3 The overall subject and story may be familiar to readers at this level, but this text provides more detail on how to earn money and how to save it. It shows Lila creating a budget with her computer instead of the traditional piggy bank method. It is an elevation of an old concept.	12	Substantial
Unit 9	Small Group	Sally's Spinach Pies	480L	H/14	3 The story covers multiple themes, including working with others, understanding competition, and building relationships. The subtle economic concepts may be complex for readers at this level.	2 The story centers on a pair of twin sisters as they explore a farmer's market. Other characters help establish the setting and story, while others introduce a conflict. Readers may need to refer to the illustrations to understand the characters' feelings and actions.	3 The text features some complex sentences, though the compound and simple sentences vary in construction an feature nonessential phrases.	3 Readers unfamiliar with farmer's markets or people who run a small business may find this realistic fiction unusual. Though they may be aware of the concept of competition, they may not understand what it means to have business competition.	11	Substantial
Unit 9	Small Group	Hats Off to Henry!	500L	J/17	1 This realistic fiction is straightforward and easy to understand. The illustrations support the text and the visual details add meaning to the characters and events.	2 The text focuses on one character, Henry, and he interacts with multiple characters. Readers must rely on illustrations to help them understand the characters' feelings in response to events.	3 This story mostly contains simple and compound sentences with varying constructions. The title of the book is repeated at the end of the story and is an idiom. Students must infer the meaning of this idiom through context clues.	2 Readers at this level will be familiar with realistic fiction stories. The settings and situations, such as the animal shelter and the fundraiser, may be different and new for them.	8	Moderate
Unit 9	Small Group	The Shopping List	540L	K/20	2 There are multiple layers of meaning in this book, including economics, family needs, working together, etc. For readers unfamiliar with the settings identified in this book, there is ample visual support in the illustrations.	2 The story centers on a family of five and additional characters are briefly introduced in the book, both in the text and the illustrations. The dialogue shares most of the characters' feelings and thoughts, though some may be inferred from the illustrations.	2 The text mostly uses simple and compound sentences, but with varying construction and nonessential phrases/clauses. The dialogue is realistic and easy to understand. Most of the academic vocabulary will be familiar to students.	2 Shopping and errands are likely to be familiar to readers at this level. The negotiation between sharing a gift card and a farmer's market may be new concepts.	8	Moderate
Unit 9	Small Group	We Have Many Choices	530L	K/20	3 The author takes an interesting approach in this text. Readers quickly discover how money is acquired, but then two scenarios are presented: one that is relatable to their own experience and one that is a much larger, abstract concept.	3 The text begins as an objective, informational text to inform readers about how to earn money. The last two chapters present hypothetical scenarios in how people can spend money and how they must weigh their choices.	2 The text uses rhetorical questions and most of the sentences are simple or compound. The academic language is on-level. The domain-specific vocabulary is not too challenging, but students must draw inferences to determine meaning.	2 The overall concept of this book should be familiar to readers at this level. Some of the more abstract concepts - such as buying a house or car - may be new to them.	10	Substantial

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 9	Small Group	From Field to Fashion	550L	L/24	The overall message and purpose of the text is clear, but text and graphic elements introduce details that introduce abstract concepts to the text.	The structure of this text follows each step in the procedure of creating a t-shirt from cotton field to store. Some connections between ideas and concepts are more implicit.	The text uses complex sentences with subordinate clauses and transitional words. Challenging domain-specific words are mostly supported in the text and in the images.	While readers may know about clothing, agriculture, and factories, they may be unfamiliar with how all these concepts connect together in the process of making a t-shirt. The economic details that are abstract concepts will likely be new to students.	13	Substantial
Unit 9	Small Group	George Washington Carver	570L	L/24	This biography of George Washington Carver informs readers about the scientist's life, but also imparts other messages, such as inequality, altruism, resourcefulness, and education.	This informational text has a chronological structure. The connections between the ideas are more subtle and implicit for readers at this level.	There are some complex sentences in this text. Domain-specific vocabulary is supported by context clues, though readers must draw inferences to determine the meaning of some of these words.	Readers may have some awareness regarding crop rotation and agriculture, but they may not know about Carver's contributions to the field. His life as a painter and educator may also be new information to readers.	12	Substantial
Unit 9	Small Group	How to Read Pictures	560L	N/30	The author's meaning and purpose - to show readers how to analyze a photograph - is clear and understandable.	This text uses a procedural structure to provide a step-by-step guide on how to analyze photographs. It shows how to use visual clues to infer information.	There are some complex sentences used in this text. Transitional words are frequently used in this text.	Readers at this level will be familiar with photographs and visual details, though many will not have analyzed a photograph for visual information.	11	Substantial
Unit 10	Whole Group	Matter Changes Size and Shape	740L	M	The text's purpose is clear with a narrow focus. Meaning and subject are more complex and abstract.	The text includes explanations in addition to facts. Connections between ideas somewhat implicit.	The text features mostly simple sentences and a simple language style is used. Multiple-meaning words may be confusing to some readers.	The topic is mostly familiar to most students, with some details new to the reader. Some abstract concepts appear in the text.	10	Substantial
Unit 10	Whole Group	Changing States of Matter	800L	M	The author's purpose is clear and narrowly focused on describing and explaining the topic.	The connections between events and ideas are relatively clear.	The text features mainly simple and compound sentences with some complex constructions. Multiple-meaning words may be confusing to some readers..	The topic of water's changing states of matter may not be familiar to some readers.	8	Moderate
Unit 10	Whole Group	Miss Matter (Part 1)	NP	M	Readers must integrate information from the illustrations to understand story elements. The text has two levels of meaning.	The text's characters, dialogue, and images require readers to interpret some events.	The dialogue has mainly simple sentences. Vocabulary is familiar, however, multiple-meaning words may be confusing to some readers.	The topic of water's changing states of matter may not be familiar to some readers.	10	Substantial
Unit 10	Whole Group		NP	L	Readers must integrate information from the illustrations to understand story elements. The text has two levels of meaning.	The text's characters, dialogue, and images require readers to interpret some events.	The dialogue has mainly simple sentences. Vocabulary is familiar, however, multiple-meaning words may be confusing to some readers.	The topic of water's changing states of matter may not be familiar to some readers.	10	Substantial
Unit 10	Whole Group	Fun with Changing Matter	640L	K	The text's purpose and meaning are clear and focused.	The text organization is simple to follow. Connections between events and ideas are explicit and clear.	The text features mostly simple sentences with a simple language style and familiar vocabulary.	The topic is familiar, with some details new to the reader. Both simple and more abstract ideas are conveyed.	5	Low
Unit 10	Small Group	Wind Power	590L	L/24	This text is meant to inform the reader of how windmills can help generate energy. The purpose of the text is clear, but details also help provide a broader focus on the function of wind and windmills.	The text connects different types of windmills to the current windmills used to generate energy. It uses diagrams and photographs to help explain concepts and support the text.	This text uses simple, compound, and complex sentences. Most of the domain-specific vocabulary is defined in context, but it may still be difficult for readers to comprehend at this level. The language is more objective.	Readers at this level will likely be aware of renewable energy and windmills, but this text will provide a more in-depth look at the subject.	12	Substantial
Unit 10	Small Group	Stan's Trip Out West	490L	H/14	The story begins with the main character in a place that is reenacting an Old West town and ends in a classroom setting. Readers must recognize the shift in setting and context.	Stan is the main character of this story, but there are many more peripheral characters that enter the story throughout the book. There is a time shift between the settings, so the events do not happen over a course of time.		Some readers may have a basic knowledge of the scientific concepts introduced in this narrative fiction. They also may be unfamiliar with the concept of a historical reenactment.	13	Substantial

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 10	Small Group	Snow Cones in Space	550L	I/15	3 This science fiction story intersperses scientific concepts and details into a fun, entertaining party scenario in space.	3 Readers must be able to distinguish between a character's thoughts and dialogue. Some of the dialogue may be complex, especially when explaining scientific concepts.	3 This text features some complex sentences with transitional words and phrases. There is some figurative language. The academic language and the domain-specific vocabulary may be challenging to students.	3 This science fiction story has some common conventions of the genre: it takes place in the future and the setting is a space station. While the animal balloons may be familiar to readers, the scientific concept of the effects of pressure on water will be new to most of them.	12	Substantial
Unit 10	Small Group	The Blue Jays Build a Nest	490L	J/17	1 The story is straightforward and clear. It is easy to understand that the birds, who have never built a nest before, would try different materials.	2 Two characters carry this story and their dialogue is easy to understand. The text is mostly supported by the illustrations, but the last illustrations shows an egg while the text alludes to a family.	2 The characters in this story are birds that are personified with human qualities. The sentences are mostly simple, but there are some compound and complex sentences in the text.	3 Readers are likely to know that many birds make and live in nests. The subtext - that a nest should be made in certain ways to fit a specific need - may be new to them.	8	Moderate
Unit 10	Small Group	How to Make Paper Designs	540L	K/20	2 The author is a paper designer. She uses her perspective to show how the material can be manipulated into different forms.	3 The book begins as an explanatory text and subsequent chapters have a procedural structure to describe how to make two different types of origami.	2 There are some complex sentences in this text. The procedural sections mostly contain simple sentences. Readers at this level should be familiar with most of the vocabulary used in this text.	2 Most readers at this level will have done origami or have seen origami prior to reading this text.	9	Moderate
Unit 10	Small Group	Water Takes Different Forms	550L	K/20	2 The author's purpose of explaining the different states of matter of water is obvious and clear. Each chapter takes a broader look at each state of matter and delves into chemistry.	2 The text structure is straightforward and clear. There are diagrams and photographs to support the text.	3 There are some complex sentences in this text. The author uses vivid academic words to supplement the domain-specific vocabulary.	3 The states of matter and the different forms of water are familiar to students at this level. The chemical information about steam, ice, and water will be new to them.	10	Substantial
Unit 10	Small Group	Yujie Ding: Hatmaker	600L	L/24	3 A milliner, or hatmaker, discusses different types of hats and how they are made. A procedural provides a step-by-step description on how to make a wool felt hat.	3 In the first two chapters, the author uses an informative/explanatory structure to discuss different types of hats and how they're made. In the third chapter, the text is written in a procedural structure.	3 There is a variety of academic and domain-specific words used in this text to describe hats from different cultures. There are a couple of complex sentences in this text.	3 Most people are familiar with the concept of hats. The variety and process of manufacturing a hat, however, may be new to young readers.	12	Substantial
Unit 10	Small Group	The Potter of San Ildefonso	610L	M/28	3 The author intends to inform the audience about Maria Martinez, a Pueblo artist, and how she creates her famous pottery. Her discovery and the significance of her work is also covered.	3 This chapter book covers a couple subjects. When discussing Martinez and the Pueblo people, it uses a chronological structure. The author uses a procedural structure to describe the pottery making process.	3 The text contains some complex sentences that feature transition and temporal words. Academic and domain-specific words are frequently used in this text.	4 Topic is mostly unknown to readers. Pueblo pottery is a niche art form that is most likely unfamiliar to young readers. The process of creating pottery may be known to some readers.	13	Substantial
Unit 10	Small Group	Forces in Sports	740L	N/30	3 This text has multiple purposes. It discusses the push and pull forces in sports. It also defines gravity and the role it plays in sports.	3 The structure is more complex, the connecting factor being how sports are use different types of forces.	2 The language is fairly simple, using compound sentence. It introduce new and unfamiliar vocabulary words.	3 This informational text introduces the concepts of "push" and "pull." Some students many not be familiar with these concepts or have the background knowledge.	11	Substantial